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ABSTRACT

Essays in this collection deal with the complex pedagogical and political issues of language-minority education in U.S. public schools. The book focuses on language-minority students in bilingual programs, those who receive some instruction in their native languages. The essays are: (1) "Language Loss and Language Gain in the Brazilian Community: The Role of Schools and Families" (Heloisa Souza); (2) "Decolonizing English Only: The Democratic Power of Bilingualism" (Donaldo Macedo); (3) "Bilingualism Equals Access: The Case of Chinese High School Students" (Katy Mei-Kuen Kwong); (4) "Reaping the Benefits of Bilingualism: The Case of Somali Refugee Students" (Mohamed Hassan Farah); (5) "Raising Children's Cultural Voices: Strategies for Developing Literacy in Two Languages" (Berta Rosa Berriz); (6) "Bilingual in Two Senses" (Cynthia Ballenger); (7) "Families and Communities Learning Together: Becoming Literate, Confronting Prejudice" (Jim Cummins and Dennis Sayers); (8) "Teachers' Judgments Do Count: Assessing Bilingual Students" (Evangeline Harris Stefanakis); (9) "Democratizing Bilingualism: The Role of Critical Teacher Education" (Lilia I. Bartolome); (10) "Bringing Bilingual Education out of the Basement, and Other Imperatives for Teacher Education" (Sonia Nieto); (11) "Good Schools for Bilingual Students: Essential Conditions" (Maria Estela Brisk); and (12) "Voices from the Basement: Breaking through the Pedagogy of Indifference" (Ambrizeth Helena Lima). (Each chapter contains references.) (SLD)